

Level: Elementary (A1+/A2)

Time: Approximately 120 minutes

Business topics: Empowering refugees.

Business language: Useful business vocabulary, collocations, past simple and present perfect, talking about experience, qualifications and skills, answering questions at a job interview

1. Warmer

- a. Discuss the questions with the whole group, eliciting as many potential difficulties as possible and how they would feel if facing those. Ask students about any organisation that helps refugees in their country and what kind of help they provide. You may want to give them some minutes to do research online and learn about some of these organisations and their work to share with the group.

2. Reading comprehension

- a. Give students time to read the text and work individually to choose the best title. Once they have decided, ask them to check their answers in pairs before checking with the whole class.

Key: 3

- b. Ask students to read the text again, this time to decide if the sentences are True or False and correct any false sentences. Ask students to justify their answers by finding relevant evidence in the text and use this to correct the wrong sentences.

Key:

1. True
2. True
3. False. They provide practical and emotional skills to help them succeed in the workplace.
4. True
5. False. Sneh had spent time in Germany, helping refugees with translation, while Olivia worked in a hostel for homeless people, including asylum seekers.

6. False. A professional florist leads each workshop.
7. True
8. False. For Olivia and Sneh, learning in a workplace rather than a classroom is an 'advantage'.

3. Vocabulary practice

- a. Go over the definitions with students and clarify if necessary. Once they have understood the definitions, ask them to find words that match them in the text. You may want to use the Think-Pair-Share technique, so students find the words individually and check answers with a partner before sharing with the whole class.

Key:

1. refugee
2. social enterprise
3. challenge
4. networking
5. training
6. custom
7. unknown
8. asylum seeker

- b. Ask students to work in pairs and form collocations using words/phrases from both columns. Check answers with the whole group. You may want to elicit other collocations starting with the words in the first column (e.g., *face difficulties*, *unknown situation*, *find a suitable course*, *attend a meeting*, *overcome problems*, *build a reputation*, etc.).

Key:

- 1c. face challenges
- 2a. unknown places
- 3e. find a job
- 4d. attend lessons
- 5b. get trained in new skills
- 6h. overcome barriers
- 7f. build a network
- 8g. make friends

- c. Ask students to work individually and complete the sentences using words from tasks A & B. Ask them to try not to look back at the previous activities and remind them to put verbs in the correct form when necessary. Once finished, check answers with the whole class.

Key

1. *lesson*
2. *new skills*
3. *challenge*
4. *unknown*
5. *make*
6. *find*

- d. Ask students to get in pairs and take turns to ask and answer the questions in c. Then, encourage them to share any interesting findings with the rest of the group.

4. Grammar practice

- a. Ask students to read the sentences and, in pairs, choose the correct options. Once they have decided, check answers with the whole class.

Key:

- a. 1
- b. 2

Make sure students understand that we use the past simple for actions and events that started and finished in the past and the present perfect for actions or situations that started in the past and are still true.

- b. Ask students to work individually and select the correct option in each sentence. Then, ask them to check answers in pairs and be ready to justify their choices. Check answers with the whole group and ask them to identify the part of the sentence that helped them decide. (e.g., *last year*, *half an hour ago*, *for three years now*, *for ten years*, *since kindergarten*, *when I was 18*). You may also want to draw timelines to help the visualise the difference.

Key

1. *went*
2. *arrived*
3. *have worked*
4. *has studied*
5. *have been*
6. *got*

5. Communicative practice

- a. Get students to work in pairs and make a list of questions they would ask in a job interview. They can focus on past studies, learned skills, or job experience and combine using Simple Past (completed experiences) and Present Perfect (actions that began in the past and are still true). Encourage them to use the vocabulary learned in Section 3 as well.
- b. Ask them to take turns to be the interviewer and the candidate, interview each other for a job, and give each other feedback on their answers. You can have them work with different pairs from the ones in task A, so students are not ready for the questions and have to improvise.

Monitor while they are speaking and provide guidance when required, reminding them to use Simple Past and Present Perfect when appropriate, as well as to expand their answers, providing useful examples when possible.